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ABSTRACT

This paper consists of two parts. Section I summarizes the author's experiences in Japan during 1971 when he served as a Visiting Consultant on Student Counseling Services to the U. S. Educational Commission, Japan. It was concluded that the need for the counseling service is high, student counseling roles must be firmly established, and the existing program of counseling services needs expansion. Limitations due to staff and budget are recognized, but information resources must be expanded and improved. Section II of this report contains suggestions for improving overseas communication methods. These suggestions were: (1) decide institutional roles, requirements, and policies regarding enrollment of foreign students; (2) evaluate catalogs and publications for foreign students, and (3) evaluate the system and procedure for serving foreign students. It is hoped that the reader will find a number of basic principles and examples of action designed to solve problems, that will encourage one to contribute to the area of services to foreign students. (Author/BW)

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ADVISING OFFICES OVERSEAS - CLOSING THE INFORMATION GAP

A Professional Presentation at the 58th Annual Meeting of AACRAO
Cleveland, Ohio, April 20, 1972

By Clyde Vroman, Director of Admissions, University of Michigan, Ann Arbor

This paper consists of two parts. Section I summarizes my experiences in Japan where from March to September, 1971, I served as a Visiting Consultant on Student Counseling Services to the U.S. Educational Commission ("Fulbright"), Japan. Section II contains suggestions for improving your overseas communications methods.

I. STUDENT COUNSELING SERVICE, U.S. EDUCATIONAL COMMISSION, JAPAN

Japan is a most unique and interesting country, containing a population of over 104 million people on a land area no larger than California. It now ranks third in the world's strongest powers. It possesses one of the oldest and most developed cultures in the world, and its literacy and educational system rank among the highest. Interest in study in the U.S. is exceptional. Open Doors (IIE, 1970) reported there were 4,350 Japanese students enrolled in U.S. universities and colleges. Until recently, the vast majority of these students had largely to do their own planning to study in the U.S. More than half the Japanese universities and colleges are located in the greater Tokyo area, and they enroll 51 percent of all university students in Japan.

A. Background

The United States Educational Commission in Japan has been engaged in counseling Japanese on university study in the United States since the Fulbright program was established in Japan in 1951. In the fall of 1964, a full-time counselor for "nonsponsored students" was employed at the suggestion of and with funds provided by the Bureau of Educational and Cultural Affairs of the U.S. Department of State. The original concept was that the counselor would administer exclusively to non-Fulbright grant applicants. However, over the years as counseling expertise developed, even Fulbright grant applicants turned to the counselor for advice on choice of universities and other matters. Currently, April 1972, the educational counseling staff for nonsponsored Japanese students who wish to study in the U.S. consists of one U.S. educational counselor, one Japanese educational counselor, one Japanese reference adviser, and one half-time Japanese receptionist typist.

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B. My Assignment in Japan

My assignment was to assist the U.S. Educational Commission in Japan in expanding and improving its student counseling program for nonsponsored Japanese who wish to study in U.S. universities and colleges. I arrived in Japan on March 17 and left on September 15, 1971. My goals were (1) to become familiar with the existing counseling program, (2) to suggest directions for the improvement of the program and operations, (3) to initiate changes and additions designed to increase the professional scope and depth of the services, and (4) to lay a foundation for the subsequent growth of the staff and resources.

C. Method of the Study

Several approaches were used to accomplish the goals of my assignment. First, I immersed myself thoroughly in the day-to-day procedures of the counseling services. Second, I gathered some elementary data on the numbers and purposes of Japanese visitors to the office. Third, I explored quite deeply the many cultural and personal factors that motivate and influence Japanese to study in the United States. Fourth, I launched a number of activities and developments designed to improve the student counseling services and the admission of Japanese to appropriate U.S. institutions of higher education. And fifth, I established a basic plan and operation conducive to the continued improvement of the counseling program.

D. The Counseling Service

The counseling service for nonsponsored students consisted mainly of giving information about U.S. institutions of higher education, advising Japanese students, faculty members, and other adults interested in study in the U.S., and counseling those with special problems in these areas. The resources available in the office were a small reference library, a fair collection of U.S. college catalogs, and some supplementary information materials. There was no system or expertise for judging a student's academic qualifications and helping him choose a U.S. institution in terms of his educational objectives and probability of success. Nevertheless, the small staff available for the counseling service was doing a commendable job within the limitations of their training and experience. At times there was "standing room only" in the reference library space. In June, 1971, counseling service served the following numbers of persons:

Consultations for individuals,	36 male, 9 female	45
Library visitors	542 male, 240 female	782
Telephone information and assistance		279
Counseling by correspondence, letters answered		89
	Total	1195

E. Japan's Need for Counseling About Study in the United States

Japan has a great and desperate need for the educational counseling, information, and direction on all facets of study in the U.S.

Educational guidance and counseling in Japanese schools and colleges is very limited and elementary in terms of U.S. practices. Its development appears to be at the stage we were in the U.S. in the 1920's. There are a few promising developments in this area, but it will be some time before the counseling philosophy, staff, and expertise in Japan will give students the assistance which U.S. students now routinely receive at all educational levels. This means that USEC/Japan, and hopefully other groups in Japan, must somehow provide the information and educational counseling services needed by Japanese who wish to study in the U.S. until Japan itself can adequately meet the needs of its own people.

The nine American Cultural Centers in Japan were reduced to five as of July 1, 1971, and all efforts to (1) maintain collections of reference books on U.S. higher education and college catalogs, and (2) to provide counseling services about study in the U.S., have been discontinued. These retrenchments clearly have catastrophic impact on the educational counseling services for Japanese who seek to study in America. In effect there is only one place in Japan, USEC, where Japanese can have access to an adequate educational reference library and professional admissions and placement counseling about such study.

On March 27, 1972, James S. Frey, who followed me in my work in Japan, reported that he had found 20 other offices and agencies in Japan which offer assistance to Japanese who wish to study in the U.S. Six are operated by universities, three by nonprofit educational and cultural organizations, two by volunteer groups, and nine by commercial agencies. It is safe to conclude that all these activities fall far short of the job that should and could be

done for Japanese. Therefore it behooves U.S. universities and colleges to make strong efforts to provide the information and advice which will result in appropriate decisions and plans by Japanese who wish to study in the U.S.

F. Characteristics of Users of the USEC Counseling Library and Services

In April, 1971, I made a bilingual questionnaire survey of 200 visitors to our office in Tokyo in order to gain a better understanding of our clientele and how we might best meet their needs. Following are some of the main findings from that study:

1. Only 16.5 percent of the replies were made in English.
2. Two-thirds of the visitors were males. They ranged in age from 18 to 50 years. Over half of them were between 21 and 24 years old. The large majority were interested in graduate study.
3. Half the visitors had previously visited the office. The typical visitor had come to the office an average of three times before.
4. Visitors come to the office with firm convictions regarding their desired fields of study and choices of U.S. institutions. However, in many cases these choices of institutions were inappropriate in terms of the students' academic qualifications.
5. It was clear that Japanese are not familiar with or accustomed to using the U.S. type of educational counseling services.
6. Visitors reflected little understanding of the processes of presenting themselves and their credentials to U.S. college admissions officers.
7. While the visitors reflected much satisfaction with the services they received from us, it was clear that many of them needed much more help from us than we were able to give them.

G. Activities and Productions

Although I regularly participated in a sampling of student counseling conferences and served as a source of special information about U.S. education, the main thrusts of my efforts were to investigate all aspects of the work in the office, to explore educational movements and services outside of the office, and to produce systems and tools which would expedite the services we sought to render. I held conferences with over 100 persons who could help us, presented several lectures to large groups of educators and students, and participated in a wide range of external activities. My major productions included:

1. Systems for recruitment of Japanese and American counselors for our staff.
2. Projects to build up our library of reference books and college catalogs. (See "Attachment A.")
3. Leaflet of information and advice on the problem of English proficiency.
4. Formulation of a system of educational "Guides" on special problems such as visas.
5. Publication of a "Japan Preliminary Application for Admissions" (JPAA) form. (See "Attachments B-1, B-2, B-3, and B-4.")
6. Flyer announcing our services. (See "Attachment C.")

H. Conclusions

Stated below are some of the major conclusions I reached after my six months of participation and study in the student counseling service of USEC/Japan.

1. Need for the Counseling Service. The need of Japanese for educational counseling on study in the U.S. and assistance in their plans to enroll in American institutions of higher education is simply huge. At present the counseling service of USEC/Japan is the only program of reasonable stature in Japan. In terms of meeting these vital needs in Japan as a whole, the scope of American efforts in this type of service is unfortunately small and inadequate.
2. Our Roles. We need to establish clearly and firmly the student counseling roles we will play. We should not do the student's work for him, nor should we do the professional work of the American admissions officer. However, there are major roles for us in relating and coordinating the interests and processes of the Japanese student and of the U.S. university or college to which he seeks admission.
3. The Program of Counseling Services. The scope and quality of the counseling services in operation during the past year were commendable, given the limitations of a very small staff and their unfamiliarity with U.S. university admissions processes. Certainly there was much knowledge about educational matters in Japan and a most creditable attitude and dedication to the counseling work. The professional knowledge and skills which I was able to contribute were warmly received by all staff members.

We need mainly to continuously amalgamate the information and practices of Japan and the U.S. to assure a desirable growth and improvement in our counseling services.

4. Limitation of Our Counseling Services. We must choose carefully the services and activities we will attempt to carry out with our limited staff and budget.
5. Information Resources. Our current plans to expand and improve our library of reference books and college catalogs is sound and successful, although much work must be done on it to make it completely functional. It is the basic core of our services.
6. Guideline Series. Our library needs to be supplemented with a continuous flow of counseling "Guideline" leaflets such as those on Visas and English Proficiency.

I. Significance of This Project

In closing this report on Japan I wish to point out some extremely significant implications and potentials of this project:

1. There are some basic questions and issues in the USEC/Japan counseling service which merit serious discussion and clarification:
   a. What should be the scope and functions of educational counseling for Japanese who wish to study in the U.S.?
   b. Who should pay for these services?
   c. What should be the current and long-range goals of such programs?
   d. To what extent can Japanese counselors be trained to render the needed services effectively?
2. This project in Japan has served as a superb laboratory to explore and establish counseling roles and services, based on modest fiscal support, which are geared to the current situation in U.S. higher education and in the international exchange of students.
3. The major thrust of the counseling service is to help students select U.S. universities and colleges which are appropriate for them and where they have reasonable chance of admission and success. In addition, the system is designed to enable the U.S. admissions officer to become an educational counselor to the student during the processes of gaining admission to the university or college.
4. I believe that one of the most significant implications of this project

is the potential application of its practices and tools to similar needs in other countries. In every country where students plan for study in the U.S. there are basic needs for educational information and counseling. How can such services best be provided? In Japan we have an unusual and fortuitous combination of resources and interests which can formulate and refine goals, policies, and practices to render vital counseling services to foreign students and to U.S. universities and colleges. As we carry out our program in Japan, we should be alert to the possible applications of our concepts and methods to other countries where we wish to improve the procedures through which foreign students come to the U.S. for study.

II. SUGGESTIONS FOR IMPROVING YOUR OVERSEAS COMMUNICATIONS METHODS

Because of the limitations placed upon the length of this paper, I shall touch only on basic concepts and fundamental questions which clearly underlie any sincere effort to close the information gap and improve overseas communications with prospective foreign students. Accordingly, the following statements and questions are presented mainly as evaluative criteria both to assess your institutional position and to formulate actions for improvements and better services.

A. Decide your institutional roles, requirements, and policies regarding enrollment of foreign students.

1. Do you want them? If so, what are your preferences regarding areas of the world, countries, academic levels, and fields of study?
2. In what programs of study can you serve foreign students effectively?
3. What are your admission requirements, policies, and standards?
4. What are your requirements in command of English? What tests are required? What scores are acceptable? Do you offer instruction in English as a foreign language?
5. What standardized tests do you require? What are the minimum acceptable scores?
6. What is the possibility of financial aid? What are your policies and practices for such aid?
7. What limitations are there on numbers of foreign students? What proportion of qualified applicants do you admit?
8. What are your application, admission, placement, enrollment, housing,

orientation, and student services procedures and policies?

a. Do you have a "preliminary application" form?
b. Do you require an application fee?
c. Do you require an enrollment deposit in advance to hold a place in the entering group?
d. What academic credentials are required with the formal application?
e. What nonacademic services are you prepared to provide for foreign students?

B. Evaluate your catalogs and publications for foreign students.

1. Do your catalogs meet the needs of foreign students and their advisers overseas?
2. Do you furnish special publications to meet the needs of foreign students not covered by your catalogs?
3. Do you have a procedure which enables you and the foreign student to decide whether he should apply for admission?
4. Are your publications and forms "guidance oriented" and designed to get a "good fit" between foreign students and your institution?
5. Are you cooperative and prompt in meeting the requests for information and materials from reputable overseas advising services?

C. Evaluate your system and procedures for serving foreign students.

1. Do a self study of your operations.
2. Have a visiting consultant assess your program.
3. Establish goals and action programs designed to achieve the results you desire.

D. Conclusion

I hope that my readers will find in this account of my happy experiences in Japan a number of basic principles and examples of actions designed to solve problems that will encourage and motivate them to add to our store of promising practices and contributions in the complex area of services to foreign students. If each of us will make an increased effort to understand the nature and needs of overseas advising offices and to carry out the ideas and suggestions given above, we will surely improve the transition of foreign students to our institutions.

ATTACHMENTS

A - Survey of Interest in Enrolling and Serving Japanese Students

B1 - Memorandum To: Admissions Officers of U.S. Universities and Colleges

B2 - Japan Preliminary Application for Admission to a University or College in The United States of America, p. 1.

B3 - Page 2 of B2 above

B4 - Instructions for Filling Out the "Japan Preliminary Application for Admissions" (JPAA)

C - The United States Educational Commission in Japan (Fulbright Commission) Offers Counseling Services on Study in The United States of America (U.S.)

THE UNITED STATES EDUCATIONAL
COMMISSION IN JAPAN
(FULBRIGHT COMMISSION)
2ND FLOOR, SANNO GRAND BUILDING
14-2, 2-CHOME, NAGATA-CHO, CHIYODAKU, TOKYO

ATTACHMENT A

SURVEY OF INTEREST IN ENROLLING AND SERVING JAPANESE STUDENTS

Person Replying_____ Institution_____

Title_____ _____

Telephone ( )_____ Mailing Address_____

Date_____, 1971 _____

_____ _____ Zip_____

1. Do you welcome applications from Japanese students? YES_____ NO_____

   If YES, please answer the following questions:

   a. How many Japanese students attended your institution this year?_____.

   b. What academic quality of Japanese students are encouraged to apply?

   c. Are there any of your programs or entry levels for which foreign students should not apply?

   d. Indicate admission and English proficiency examinations required (if any).

Aptitude:		English:	
_____	CEEB-SAT	_____	TOEFL
_____	CEEB-Ach	_____	Michigan Test
_____	GRE	_____	ALIGU
_____	ATGSB	_____	AULC
_____	Other	_____	Other

   Comments:

2. Describe any special problems you have in serving Japanese students.

3. How can this counseling service be helpful to your institution?

4. Are you forwarding catalogs and materials to James Hoyt as suggested in the covering letter?_____

5. Comments:

Please AIR MAIL this finished form to Clyde Vroman (see address on heading of this page).

June, 1971

ATTACHMENT B-1

TELEGRAPH "FULBRIGHT"

TELEPHONE (560) 3231-5

THE UNITED STATES EDUCATIONAL
COMMISSION IN JAPAN
(FULBRIGHT COMMISSION)
2ND FLOOR, SANNO GRAND BUILDING
14-2, 2-CHOME, NAGATA-CHO, CHIYODA-KU, TOKYO 100

MEMORANDUM TO: Admissions Officers of U.S. Universities and Colleges

FROM: Student Counseling Services, USEC/Japan

SUBJECT: "Japan Preliminary Application for Admission" (JPAA) form*

Attached is the new JPAA form which we have prepared especially for use by Japanese to improve the processes and outcomes of their formal applications for admission to U.S. institutions of higher education. The items in this form and their sequence are based on the way Japanese make plans to study in the U.S. With your important and prompt response to the JPAA there will be less wasted effort for everyone involved, and this student will be helped greatly in his efforts to seek admission to a U.S. university or college that is appropriate for him. Formal applications should be discouraged where the student has little or no chance of admission.

As a part of our efforts, we have made available to Japanese wishing to study in the U.S. (1) a special library of education and career reference publications, (2) college catalogs, and (3) education counseling. Most Japanese who submit the JPAA will have had access to these services. We do not furnish evaluations of applicants or placement recommendations.

The JPAA form and unofficial credentials submitted with it are intended to help you decide whether to encourage him to submit your formal application for admission. Official transcripts can be furnished later, if you recommend a formal application. Please review this JPAA and send your recommendation directly to the applicant as soon as possible. If you encourage the student to submit a regular application, please send him your application forms, publications, and any special directions and advice you may have for him.

We welcome your reactions to this Japan Preliminary Application for Admission form and your suggestions for its improvement.

For detailed information on Japanese education, consult the AACRAO World Education Series publication, JAPAN, A Study of the Educational System of Japan and Guide to the Academic Placement of Students from Japan in United States Educational Institutions.

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*Prepared under the supervision of Clyde Vroman, Special Consultant to the Counseling Service, USEC/Japan, Tokyo.

F-7b September 1971

JAPAN PRELIMINARY APPLICATION FOR ADMISSION TO A UNIVERSITY OR COLLEGE IN THE UNITED STATES OF AMERICA*

See directions for filling out this form. A memorandum to admissions officers is attached.

A. **APPLICANT**: 1. Name Mr. Miss Mrs. _____ _____
(Circle one) First (given) name Last (family) name

2. Mailing address _____ 3. Age _____

4. Home address, if different _____

5. Are you a citizen of Japan? _____ If not, of what country? _____

B. **ADMISSION SOUGHT TO**: 1. Institution _____

2. Department _____ City _____ State _____

3. Admission level sought: Freshman ____, Undergraduate _____, Graduate _____, Professional _____

4. In what term and year do you wish to enroll? _____

5. Have you previously applied to this institution? _____ If yes, to which School, College, or Graduate Department? _____ When? _____

C. **CAREER PLAN**: Summarize your long-range purposes for studying in the U.S. If you have specific plans on your return to Japan, include this information.

D. **EMPLOYMENT**: If you are employed full time, name your employer and describe your work.

E. **EDUCATIONAL PLAN IN THE U.S.**: 1. Do you plan to study toward a degree? _____

2. What is the first degree you hope to earn? _____

3. What is your intended major subject or field of specialized study? _____

4. How long do you expect to study at this institution? _____

F. **EDUCATIONAL RECORD**: Outline your education to date. Attach unofficial transcripts (in English).

1. Name of your high school _____ Graduation date _____

2. University or College	Month/Year to Month/Year	Graduation Date	Degrees or Diplomas	Major Field

*Prepared under the supervision of Clyde Vroman, Special Consultant to the Counseling Service, U.S. Educational Commission/Japan (Fulbright Commission), Tokyo.

G. **STANDARDIZED U.S. TESTS** (Taken or planned to be taken):

1. English Proficiency, e.g., TOEFL Date of Test Total Score Part Scores

2. Aptitude Test, e.g., SAT Date of Test Verbal Score Math Score

3. Achievement Test, e.g., GRE Date of Test Score Percentile

4. List any additional tests you plan to take and indicate when.

H. **ENGLISH PROFICIENCY**: Do you consider your proficiency in English adequate for full-time academic study in this institution?_____ If not, what is your plan to become proficient?

I. **FINANCES**: Will you be requesting financial aid from this university?_____

If yes, answer the following questions:

1. How many U.S. dollars will be available to you from your own sources to cover all your educational and living costs while attending this institution? $_____
2. Will you bring dependents with you?_____ If yes, how many?_____ State their relationship to you and how you will finance their support.
3. If this university cannot provide any financial aid, do you still want to apply for admission?_____ If yes, explain the source of your funds.

J. **HEALTH**: Have you any physical handicaps that may interfere with your studies?_____

If yes, describe.

K. **EXPECTED VISA STATUS**: Student_____, exchange visitor_____, immigrant_____, diplomatic or official_____, other (specify)_____

L. **CATALOG**: Have you read a recent academic catalog or admission leaflet of this university?_____ If yes, where?_____

M. **OTHER INFORMATION**: If there is other information about you and your plans which the admissions officer should have, add it here or on a separate page and attach it.

YOUR SIGNATURE: _____ Date _____ 19_____

ATTACHMENT B-4

TELEGRAPH: "FULBRIGHT

TELEPHONE: (580) 3231-5

THE UNITED STATES EDUCATIONAL
COMMISSION IN JAPAN
(FULBRIGHT COMMISSION)
2ND FLOOR, SANNO GRAND BUILDING
14-2 2-CHOME, NAGATA-CHO, CHIYODAKU, TOKYO

INSTRUCTIONS FOR FILLING OUT THE "JAPAN PRELIMINARY APPLICATION FOR ADMISSION"(JPAA)

1. Purposes. The purposes of the JPAA form are (a) to inform a U.S. institution of your interest in studying there, (b) to give its admissions officer information about your academic qualifications, (c) to learn if the institution will encourage your submission of a formal application for admission, and (d) where encouraged, to procure the forms, publications, and advice necessary to apply for admission. This is not a formal application for admission.

2. General Suggestions.
   a. The JPAA and its attachments can be very important for you. It will represent you when the university admissions officer or admissions committee is deciding whether to encourage you to apply. The neatness and completeness of the form you submit will be viewed critically. Use English and print in ink or typewrite.

   b. Before you fill out the JPAA prepare a list of three to five U.S. institutions which (1) offer the instruction you wish, and (2) seem appropriate for your level of academic ability and achievement. The reference adviser will show you how to use our reference library and college catalogs in making your list. If you need special assistance, you may consult our education counselor. JPAA forms and transcripts should be submitted to more than one U.S. institution and at least nine months before the desired enrollment date.

   c. Since users of the JPAA vary in age, educational background, and reasons for going to the U.S., you should add any information to the form which you think will be helpful to the American admissions officer. If the space provided is not adequate, use a separate page of paper and attach it to the form.

3. Suggestions on Specific Items in the JPAA Form.

   Item F - Educational Records. Attach unofficial copies of all your high school and/or university academic record transcripts. Machine copies are satisfactory at this time. However, they must be in English. Graduate students who have done special research important to their study in the U.S. should report it with this JPAA form.

   Item G - Standardized Test Results (e.g., TOEFL, SAT, GRE, ATGSB, etc.) U.S. admissions officers find U.S. test scores useful. Attach unofficial copies of any score reports you may have.

4. Further Information. To learn about planning for and arranging to study in the U.S., read the two CEEB booklets, (a) Entering Higher Education in the United States, and (b) Financial Planning for Study in the United States. For personal assistance, consult our reference adviser. An appointment with our education counselor may be arranged when it is appropriate.

ATTACHMENT C

THE UNITED STATES EDUCATIONAL COMMISSION IN JAPAN (FULBRIGHT COMMISSION)

OFFERS COUNSELING SERVICES ON STUDY IN THE UNITED STATES OF AMERICA (U.S.)

The Commission, in addition to the Fulbright and East-West Center Awards Programs, also provides a professional Educational Counseling Service for Japanese students, faculty members, employees, and other adults who wish to study in U.S. universities and colleges. The services are conducted at the Commission Office in Tokyo through the following resources:

Reference library on planning to study in the U.S.

Catalogs of U.S. universities, colleges, and junior colleges.

General assistance by a reference adviser.

Professional guidance by educational counselors.

Topics covered by the Educational Counseling Services:

Higher education in the United States.

Making educational plans to study in the United States.

Selecting appropriate universities and colleges.

English requirements, preparation, and examinations.

Costs and financing.

Applying for admission. A special "Japan Preliminary Application for Admission" form is available to locate U.S. institutions which will encourage the submission of formal applications.

Advice on making formal applications for admission.

General information about visa requirements and procedures.

Other problems in arranging to study in the U.S.

How To Use The Service: These services are given without charge in the Commission Office where our library and counselors are available. Only minor questions can be answered by telephone or mail. Visitors are welcome to come to the office without appointments. Appointments with an education counselor should be arranged in advance, and special preparation is expected in most cases. The office hours are 9:00 to 5:30, Monday through Friday. The telephone number is (03) 580-3231/5.

This Educational Counseling Service does not conduct English proficiency tests or other examinations, procure financial aid, locate sponsors, or place students in U.S. educational institutions.

Address: Room 207, 2nd Floor, Sanno Grand Building (near Akasaka Mitsuke Subway Station), 14-2, 2-chome, Nagata-cho, Chiyoda-ku, Tokyo 100.